



bulletin of graduate studies

LOWELL STATE COLLEGE

1968 - 1970

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Official publication of Lowell State College
Lowell, Massachusetts



A MESSAGE FROM THE PRESIDENT

The Roman poet, Lucretius, has pictured the transmission of culture in terms of youthful runners in a stadium who pass flaming torches from hand to hand. "Et quasi cursores vitae lampada tradunt." The last three words of this hexameter form the motto of our college and symbolically sum up our goal--"They pass on the torch of life." May your education at Lowell State College inspire you to commitment to truth and to service to mankind.

Samuel H. O. Gray

A MESSAGE FROM THE DEAN OF THE GRADUATE SCHOOL

The Graduate School seeks to carry out the goals of Lowell State College by furthering the education of teachers and by preparing supervisors and administrators for the schools of the Commonwealth.

Whatever success Lowell State College has achieved since the beginning of the Graduate School in September, 1967, is the result of genuine faculty and administration concern for the individual student. Each program is individually planned and takes into account the academic and professional preparation of the candidate as well as the purposes for which he is pursuing his study.

I sincerely hope that you will find at Lowell State not only the course of study to fulfill your needs, but also the incentive to greater humanitarian service in your chosen field.

William R. Fisher

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Ed.D., Boston University Dean, Graduate School

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of Music Department of Music
M.M., Boston University

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B.M., M.M., Boston University Music Education

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A.B., M.Ed., Boston University	Education
Ph.D., Boston College	
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Ed.M., Fitchburg State College	
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Ph.D., Boston University	Department of Languages
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Ed.M., Ed.D., Harvard University	
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Department of Music

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Assistant Professor,
Music

Joseph A. Zaitchik
A.B., Suffolk University
A.M., Ph.D., Boston University

Associate Professor,
English

FACULTY FOR APPLIED MUSIC

Ruth Allen Piano
Gerard Auger Guitar
Bernard Barbeau Voice
Robert Barnes Violin and
 Viola
Dean Boujianis Voice
Donald Bravo Bassoon
Margaret Chaloff Piano
Ruth Davidson Piano
John Evans Tuba and
 Baritone
Thomas Ferrante Saxophone
Olive Flagg Piano
Frank Gaviani Accordion
Elsa Gerling Voice

William Grass Flute
Adrian Hoffman Trombone
Dorothea Jump Cello and
 Doublebass
Inge Lindblad Piano
Barbara McClosky Voice
Hazel O'Donnell Voice
Jean Paella Horn
Natalo Paella Trumpet
Myron Press Piano
Donald Smith Piano
Richard Summers Oboe
Walter Tokarczyk Percussion
William Wrzesien Clarinet
Mildred Zucker Piano



COLLEGE STAFF

George J. M. Grant, M.D.	College Physician
Irene Bourget O'Loughlin, R.N.	College Nurse
Marion B. Atherton	Head Clerk
Natalie DeCosta	Financial Records
Bernadette Galvin	Secretary to the Director of Admissions
Eileen Hedrick	Secretary to the Dean, Graduate School
Susan Howard	Financial Records
Grace McNulty	Financial Records
Marion Nugent	Secretary to the Director of Financial Aid
Dorothea Provencher	Payroll Records
Susan Ransom	Secretary to the President
Marie Sherman	Secretary to the Academic Dean

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GENERAL COLLEGE INFORMATION

HISTORY OF THE COLLEGE

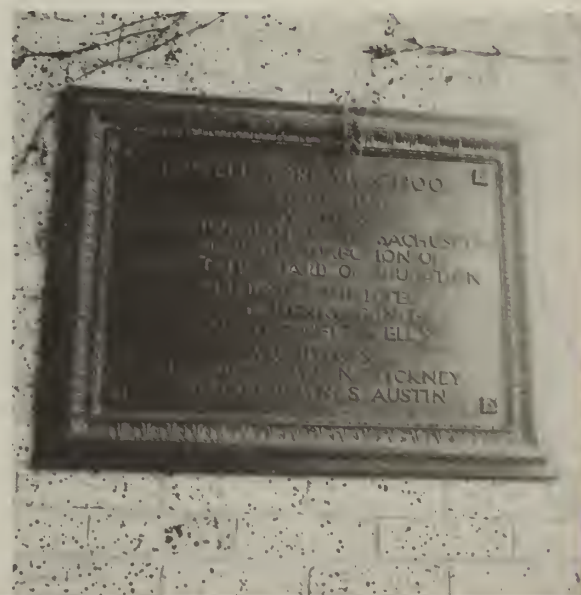
Lowell State College was established by an act of the General Court of the Commonwealth on January 6, 1894. Reflecting the educational philosophy and objectives of that time, the institution so created was named the Massachusetts State Normal School at Lowell and was charged with developing a two-year program in elementary education which would provide "the most thorough knowledge of the branches of learning required to be taught in the schools, the best methods of teaching these branches, and right mental training." The scope of the curriculum was expanded in 1912 when a three-year program in music-education was initiated, and in 1927 the curriculum in elementary-education was similarly extended. One year later, the program in music-education was expanded to four years, and in the following year the first baccalaureate degree, Bachelor of Science in Education, was granted in music-education. In 1932 the institution was made a four-year college and became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education in both elementary and music education.

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In September, 1959, the State Teachers College at Lowell was empowered by the Commonwealth to offer curricula in secondary-education, and in that year the first secondary program was initiated in English. In 1960, the General Court of the Commonwealth authorized the college to expand both its function and its programs by granting the Bachelor of Arts and Bachelor of Music-Education degrees, and accordingly it renamed the institution the Massachusetts State College at Lowell. In the following year, the first liberal arts program was offered in English. A second liberal arts program was added in biology in 1962 and a third program, in history, was added in 1963. By direction of the General Court in 1967, the college initiated graduate programs in elementary-education and music-education leading to the degrees of Master of Education and Master of Music-Education. A fourth Bachelor of Arts program, in French, was added in 1968, as were programs in nursing (leading to the degree of Bachelor of Science) and music (leading to the degree of Bachelor of Music). Master of Arts programs in the teaching of biology, English, and history will be offered by the college as soon as new library facilities permit. In 1968, the General Court of the Commonwealth changed the name of the institution to Lowell State College.

PURPOSE OF THE COLLEGE

Since this institution opened its doors as a normal school on October 4, 1897, it has been charged with the education and preparation of teachers for the schools of the Commonwealth of Massachusetts. Although this charge remains the primary responsibility of the college, Chapter 73 of the General Laws of the Commonwealth (1965) has directed Lowell State College "to provide educational programs, research, extension, and continuing educational services in the liberal, fine and applied arts and sciences, and other related disciplines through the master's degree level." Accordingly, the college recognizes the importance of its role as a multi-purpose institution, and it has sought not only to strengthen the liberal arts offerings of its teacher-preparation programs but also to develop strong non-teaching programs in such areas of the liberal arts as biology, English, French, and history.

LOCATION OF THE COLLEGE

Lowell State College is located twenty-five miles northwest of Boston and is situated on a thirty-acre campus in the northwestern periphery of the City of Lowell. The college campus, which has a commanding view of the Merrimack River, is easily accessible to Route 3 and to Interstate Routes 93 and 495.

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ACADEMIC STATUS OF THE COLLEGE

Lowell State College is a fully accredited member of the New England Association of Colleges and Secondary Schools and of the National Council for Accreditation of Teacher Education. Accreditation indicates that this college is recognized and approved by the major regional and national associations concerned with the quality of higher education, and it assures that study undertaken here has transfer value to other accredited institutions of higher learning. The college is also a member in good

standing with the American Association of Colleges for Teacher Education, the Eastern States Association of Professional Schools for Teacher Education, the American Association of University Women, the Association of State Colleges and Universities, the National Association of Schools of Music, and the Music Educators' National Conference.

FACILITIES OF THE COLLEGE

The facilities of the college include the following buildings:

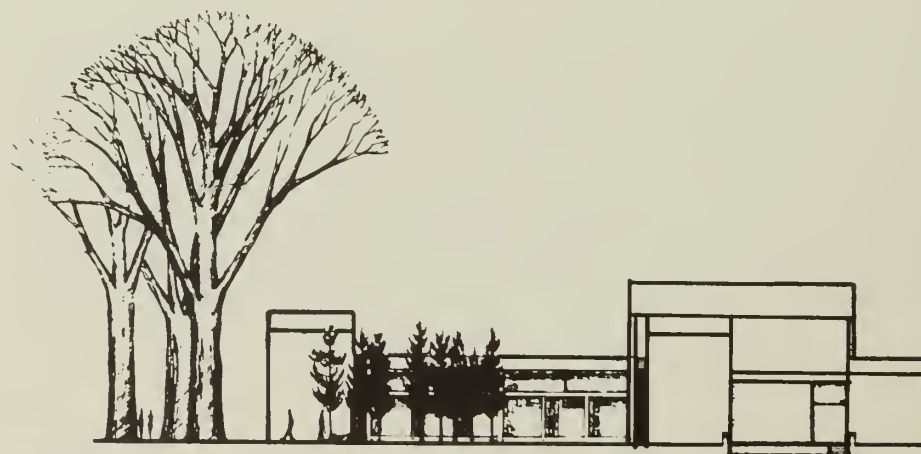
ADMINISTRATION: Located in the center of the campus, this building houses the offices of the President, the Academic Dean, Dean of the Graduate School, the Director of Admissions, the Dean of Women, the Dean of Men, Director of Financial Aid, and administrative staff. In addition, this building contains such facilities as a student lounge, a cafeteria, library, language laboratories, classrooms, a music instruction center, and a closed circuit television studio.

HUMANITIES: This building consists of a central structure and two wings. The central part contains biology, physics, and chemistry laboratories, music and humanities classrooms, and offices of the Departments of Mathematics and of Biology and Physical Sciences. One wing contains the college gymnasium, offices of the Department of Health and Physical Education, and the Health Service office. The other wing houses the Little Theatre and a theatre-arts workshop.

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EDUCATION: This three-storied building is the oldest college structure and contains classrooms, an art studio, offices of the Departments of Art, Behavioral Sciences, Education, History, and Philosophy, and the College Bookstore.

FACULTY CENTER: This building, the former Governor Allen estate, houses the Departments of Music, English, and Foreign Languages.

DINING HALL: Ground for this building was broken in the fall of 1968. It contains a student dining hall which augments the cafeteria facilities located in the Administration building.

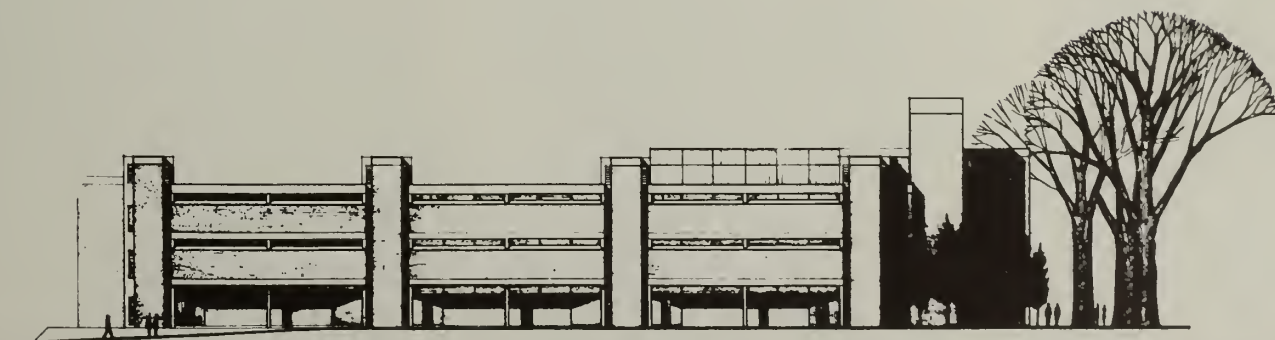
CONCORDIA HALL: Housing for 180 women students is provided in this high-rise structure which contains 90 single and 45 double rooms.

LIBRARY-STUDENT UNION BUILDING: This structure, for which funds were requested by the Trustees of the State Colleges in the spring of 1968, will contain ample library facilities to support the anticipated expansion of the college, a student lounge and recreation area, adequate offices and meeting rooms for students and alumni, a post-office, the College Bookstore, and a faculty club.

SCIENCE: The newest instructional facility, for which ground was broken in the fall of 1968, contains large lecture halls, classrooms, laboratories, seminar rooms, offices of the Department of Physical and Biological Sciences, and a botanical greenhouse.

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GRADUATE ADMISSION POLICIES

Admission to candidacy for the degrees of Master of Education and Master of Music Education is based on the following criteria: The applicant's undergraduate and graduate academic records, his performance on the *Miller Analogies Test* or the *Aptitude Test* of the *Graduate Record Examination*, letters of recommendation, and information gained from a personal interview.

REQUIREMENTS FOR ADMISSION TO GRADUATE SCHOOL

- I. BACCALAUREATE DEGREE. To be eligible for admission, an applicant must have earned a baccalaureate degree from a nationally accredited institution.
- II. ACADEMIC RECORD. The applicant must have achieved a grade-point average of 2.5 (on a four-point scale) or better on his academic record.
- III. GRADUATE EXAMINATIONS. All applicants must take, and submit a satisfactory score on, the *Miller Analogies Test* or the *Aptitude Test* of the *Graduate Record Examination*.
- IV. AREA EXAMINATIONS. An *Advanced Test* of the *Graduate Record Examination* and/or a special departmental placement examination may also be required, where such is recommended by a major department.
- V. REFERENCES. Two references are required from individuals who are familiar with the applicant's academic record and/or professional ability and personal characteristics, such as an undergraduate course instructor or an official of the school in which the applicant has taught.
- VI. INTERVIEW. Arrangements for a personal interview are made by the Dean of the Graduate School.

VII. SPECIAL REQUIREMENTS. In addition to the above requirements, applicants interested in the Master of Music Education degree program must show competency in three of the following areas:

1. Music History and Literature--an understanding and appreciation of the forms and styles of music of the various eras in music history.
2. Basic Theory of Music--fundamentals of music and harmony.
3. Performance ability of a competent and musical nature in one field of applied music.

4. Functional use of one or more of the following:

Piano--Ability to use the piano in a functional manner, playing easy accompaniments, folk songs, and chorals.

Voice--Ability to use the voice in a pleasing manner, giving evidence of breath control, principles of enunciation and pronunciation as applied to singing, tone placement, and the essentials of a musical interpretation; ability to sing easily at sight unison and part songs of the difficulty found in the basic music series.

Orchestral Instruments--A playing acquaintance with one orchestral instrument in each section of the orchestra.

5. Music in the elementary or secondary school.

PROCEDURES FOR ADMISSION TO GRADUATE SCHOOL

- I. APPLICATION FORMS. Application for admission to the graduate programs must be made on a form provided by the college and which may be obtained by writing to the Dean of the Graduate School.

The deadline dates for receipt of applications are May 1 for enrollment in the fall semester; December 15 for enrollment in the spring semester; May 15 for enrollment in the summer session.

- II. TRANSCRIPTS. Applicants are responsible for submitting official transcripts from all undergraduate and graduate institutions attended.
- III. EXAMINATION SCORES. The applicant must submit his scores from the *Miller Analogies Test* or the *Graduate Record Examinations*. He should direct the appropriate test authority to send his scores to the Dean of the Graduate School.

The *Miller Analogies Test* is administered by many college and university counseling services either weekly or on request. Applicants can obtain information and may make the necessary arrangements for the taking of this test by calling the local test center, Guidance Service of Merrimack College, 683-7111. Further information can be obtained by writing to the Psychological Corporation, 304 East 45th Street, New York, New York, 10017.

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The *Graduate Record Examinations* are given six times a year at many college or university examinations centers. A list of these centers, together with the dates, application blanks, and instructions for taking the tests can be obtained from Graduate Record Examinations, Educational Testing Services, Princeton, New Jersey, 08540. These are given at Lowell State College on January 22, 1969, and April 25, 1969. Applications and instructions may be obtained from the Graduate School Office.

- IV. REFERENCE FORMS. These forms are sent to the applicant when he requests the application form. The applicant distributes them to two persons of his choice, in compliance with the requirements stated previously, and directs them to send the completed forms to the Dean of the Graduate School.

V. INTERVIEW. Following receipt of the application form, official transcripts, examination scores, and references, the Dean of the Graduate School arranges an appointment with the applicant for a personal interview.

GRADUATE FINANCIAL INFORMATION

PAYMENT OF FEES

All fees are payable in advance.

REGISTRATION FEE

The registration fee for all students is \$2.50 per semester and is non-refundable. A check made payable to Lowell State College must accompany the registration form, TO BE SENT TO THE GRADUATE OFFICE.

One check in payment of all remaining fees is to be made payable to Lowell State College and sent directly to the Bursar.

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TUITION FEE

The tuition fee for students who are legal residents of Massachusetts is \$18.00 per semester hour.

For students who are non-residents of Massachusetts, the tuition fee is \$25.00 per semester hour.

GRADUATE STUDENT ACTIVITY FEE

Every student is required to pay an activity fee of \$3.00 per semester, and it is non-refundable.

MUSIC ACTIVITY FEE

A student enrolled in the Master of Music Education degree program is required to pay a fee of \$60.00 for each of the semesters in which he is assigned to take applied music lessons.

INFORMATION FOR VETERANS

The Veterans Administration has approved Lowell State College for study leading to a master's degree. Veterans of the Vietnam Conflict who are honorably discharged will be admitted to courses free of charge by paying the registration fee of \$2.50 each semester. Veterans who are registered for twelve semester hours of graduate study are paid for full-time training; nine semester hours, three-quarter time training; six semester hours, half-time training.

A student eligible for veterans' training must take his honorable discharge to the Veterans Administration (Kennedy Memorial Building, Government Center, Boston, Massachusetts), where he will receive a certificate of eligibility to be presented to the Dean of the Graduate School. Upon receipt of this certificate, the Dean will notify the Veterans Administration to initiate monthly payments to the student.



GRADUATE ACTIVITIES ASSOCIATION

The Graduate Activities Association sponsors such varied social events as forums, teas, picnics, daily summer coffee hours, regularly scheduled luncheons and dinners, trips to literary and historical places of interest, and group attendance at concerts, operas, and ballets.





RELIGIOUS ORGANIZATIONS

The Hillel Society, which draws membership from the Lowell Technological Institute and Lowell State College, is an organization for Jewish students. Meetings of a religious and social nature are held regularly.

The Iona Fellowship is a religious organization for members of the Lowell Technological Institute and the Lowell State College communities. Although chiefly an organization for members of Protestant religious bodies, the Iona Fellowship is non-denominational. A supper meeting for members is held monthly in addition to periodic religious and social activities.

The Newman Club is composed of interested Catholic students from the Lowell Technological Institute, Lowell State College, and the Lowell General Hospital School of Nursing and other students of these institutions who may wish to participate in the various Newman programs. Folk Masses are held each Sunday at 10 a.m. in the Faculty Center of Lowell State College and at 11:30 a.m. at the Newman Center, 52 Colonial Avenue, Lowell. Daily Mass is held at 12:10 at the Newman Center. Holy Day Masses are at 6 p.m. in the Faculty Center of Lowell State College and at 11:10 and 12:10 at the Newman Center. Various seminars, speakers, films, and discussions are scheduled weekly at the Newman Center and films, live music, entertainment, records and refreshments are provided each Wednesday at 7:30 in the Center basement. Rev. Paul Walsh, the full-time chaplain, is available at the Center each week-day from 11:30 a.m. to 1:30 p.m. and at other times at St. Rita's Rectory, 158 Mammoth Road, Lowell. The Newman Center is open from 11:00 a.m. to 11:00 p.m. each day and all students, regardless of denomination or religious persuasion, are invited to use the library and recreational facilities.

The Phanar Club is open to Eastern Orthodox students from the greater-Lowell colleges. It has as its purpose the fostering of spiritual and intellectual values among its membership through the perpetuation of Christian precepts. Regular religious and social activities are held for members in local churches and affiliated colleges.

GRADUATE ACADEMIC POLICIES

ACADEMIC ADVISORS

At the time of admission to graduate study, the degree candidate is assigned a faculty advisor in the area of the student's field of concentration. In consultation with his advisor, the student plans his entire program of study and submits it on the form entitled *Planned Programs of Study*.

The candidate may be required to undertake course work in addition to the normal requirements for the degree if his background appears inadequate or inappropriate. Such additional study must be taken without credit toward the advanced degree.

TRANSFER CREDIT

A maximum of six semester hours may be accepted as transfer credit from an institution which holds national accreditation for graduate study. Such course work must be of graduate level, of "B" grade or better, and accepted by that institution for credit toward a master's degree. The transfer of credit is subject to the approval of the Dean of the Graduate School.

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If the student has no transfer credit to offer, he may take a maximum of six semester hours before matriculating.

USE OF GRADUATE COURSE VOUCHERS

Graduate course vouchers awarded to individuals for services to undergraduate programs may be used without limit by students who are matriculating for graduate degrees at Lowell State College and by teachers who are pursuing general graduate study beyond the master's degree. Other voucher recipients may take no more than six semester hours of course work before initiating graduate matriculation.

GRADING SYSTEM

A grade of "A" indicates superior performance. It is assigned to those graduate students who show unusual ability in dealing with the ideas and content of the course and in achieving the goals established by the professor.

A grade of "B" indicates performance which is good and of the quality expected of a graduate student. It means that the student has achieved the objectives of the course and has consistently performed at an acceptable level.

A grade of "C" indicates performance which is below the level of achievement expected of graduate students.

GRADUATE COURSE LOAD

Degree candidates who carry full-time teaching, supervisory, or administrative responsibilities may take no more than six semester hours of course credit in any semester, including the summer session. In the event that a student takes a course in applied music or ensemble, he may be permitted to carry one additional semester hour of course credit.

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SCHEDULE OF CLASSES

Classes during the fall and spring semesters are scheduled to meet twice a week in the late afternoon and evening as follows:

Mondays and Wednesdays	Tuesdays and Thursdays
4:15 - 5:30	4:15 - 5:30
6:15 - 7:30	6:15 - 7:30
7:45 - 9:00	7:45 - 9:00

Classes during the summer session are scheduled as follows:

Mondays through Fridays	Mondays, Tuesdays, and Thursdays
8:30 - 9:45 a.m.	
10:00 - 11:15 a.m.	7:00 - 9:20 p.m.
11:45 - 1:00 p.m.	



ATTENDANCE REGULATIONS AND POLICIES FOR MAKE-UP WORK

Regularity in class attendance and performance is necessary for collegiate success and all students are expected to comply with class commitments. Although the college imposes no general attendance regulations, each instructor at the beginning of a course will announce his attendance requirements. An instructor may require official administrative or medical excuses for unattended classes, and at his discretion he may drop or fail a student who has exceeded the number of unexcused class hours delimited by course credit. Course work which is incomplete because of an unexcused absence may be undertaken prior to the end of a semester with the approval of the instructor, the privilege of approving such work being entirely within his discretionary powers. Students who have missed a final examination for any reason whatsoever must receive permission from the Graduate Dean to apply to their course instructors for alternative examinations. Permission to complete work after the official end of a semester may be granted only by the Graduate Dean.

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LIBRARY REGULATIONS

The library is located on the main floor of the Administration building and contains a reading room with an adjoining reference section, a reserve book area, an open-shelf stack room, and a



music archives area. The library houses a collection of 60,000 volumes, 350 periodicals, 9,000 phonograph records, 5,000 microforms and microfilms, and limited special collections. The Curriculum Materials Center is also located in the library. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach.

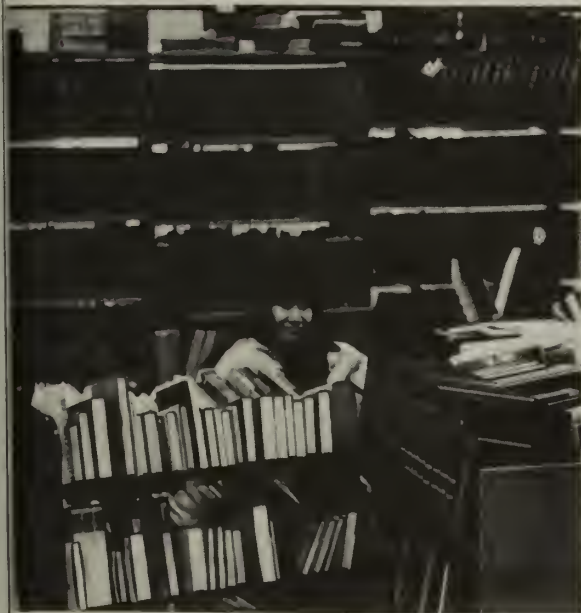
The services of the library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers. The library staff provides library-orientation periods for classes to point out the important bibliographic tools necessary for basic research. Until the library moves to quarters in a new facility presently under design, student facilities for study and research are limited to 200 spaces at tables and carrels. Accordingly, student observance of library regulations is fundamental to the functioning of library facilities.

Coordination of available library facilities with student needs and administration of the Student Library Fund (which is derived from appropriations allotted by the Student Government Association and from library fines) is the responsibility of the Student Library Committee.

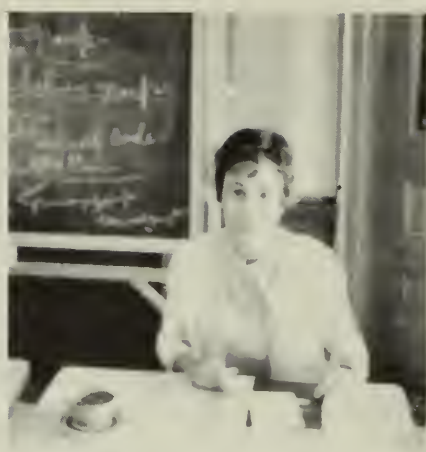
The following regulations are presently in effect for all students of the college:

1. New students should apply for a library card at the beginning of the school year. This card must be presented to the circulation librarian whenever a student wishes to take materials from the library. The library card is valid until graduation or termination of enrollment and is not transferable. The owner of a library card is responsible for all material charged to his card.

2. Books may be borrowed for a period of two weeks and may be renewed for an additional period of one week unless they have been requested by other students or faculty members.
3. No more than five books may be charged at one time to a student.
4. Fines of 5 cents a book are levied for overdue charges.
5. Copies of reserve books are to be used for a period of two hours, at which time they may be recharged for an additional hour if other students have not requested them. Students keeping reserve books longer than two hours without permission will be fined 25 cents an hour.
6. Reserve books of which the library has more than one copy may circulate after 3 p.m. and are due at 9 a.m. the following day (excluding Sunday).



7. Fines of 10 cents an hour (to a maximum of \$1.00 a day) will be levied for overdue reserve books.
8. Periodicals may not be taken from the library. Students desiring to make extensive use of periodical articles are advised to make copies of the relevant portions of such articles on the self-operated photocopy machine which the Student Government Association has provided for student use.
9. Students desiring to use periodicals, filmstrips, or microfilms within the library must secure these materials through the circulation desk.
10. PE phonograph records circulate for a one-week period and are



not renewable. PH and PL phonograph records circulate for over-night use only.

11. Curriculum materials may be used in the library but may not circulate without specific authorization from college instructors.
12. Students who owe fines of \$2.00 or more, who retain library materials for three weeks or more beyond their authorized period of circulation, or who retain reserve materials for two days or more beyond their authorized period of circulation shall forfeit their library privileges. A student failing to return books by the beginning of the final examination period will have his grade report withheld until he has been cleared by the librarian.
13. Any student who steals or maliciously defaces library property shall forfeit his library privileges indefinitely and, upon the recommendation of the Student Council of the Student Government Association, shall be suspended from the college.

Library hours are as follows:

Monday through Thursday	8:00 a.m. to 10:30 p.m.
Friday	8:00 a.m. to 5:00 p.m.
Saturday	9:00 a.m. to 5:00 p.m.

PARKING REGULATIONS

All students owning or driving automobiles are required to register their vehicles with the college at the time of registration, or at the time thereafter when vehicles are first driven to the college, and to place parking stickers on the left front window vents of their automobiles. Students who do not display parking stickers will not be permitted to park on college property.

Parking is restricted to areas behind the Humanities building, the student lot at the corner of Wilder and Broadway Streets, and to the student lot adjacent to the Maintenance Facility. Parking on city streets is permitted only on Broadway, Wilder, and Rolfe Streets and is limited to one side. Student parking is not permitted in college driveways, faculty parking lots behind the Education building, the Humanities building, and Administration building, or in front of the Faculty Center.

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WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from the college are required to have a conference with the Graduate Dean. If, for any reason, this is not possible, the student must submit a written notification of withdrawal. When withdrawal occurs during the semester, failure to comply with this regulation will necessitate failure of all courses for which the student is enrolled at the time of unauthorized withdrawal. The date on which written notification is received by the Graduate Dean becomes the official date of withdrawal and the basis for determining eligibility for tuition refund schedules.

REFUND SCHEDULE FOR THE FALL AND SPRING SEMESTERS

After the 1st week but before the 2nd week	100% refund
After the 2nd week but before the 3rd week	80% refund
After the 3rd week but before the 4th week	60% refund
After the beginning of the 4th week	no refund

REFUND SCHEDULE FOR THE SUMMER TERM

After the 1st class but before the 2nd class	100% refund
After the 2nd class but before the 6th class	60% refund
After the 5th class	no refund



BOOKSTORE

All texts and materials for courses may be purchased in the college bookstore, which is located in the basement of the Education building. Paperback books, dictionaries, class supplies, college insignia, and informal wearing apparel are also on sale in the bookstore.



GRADUATE PROGRAMS OF THE COLLEGE

Graduate teacher-preparation programs not only must accomplish their goals in a limited period of time but also must accommodate a diverse body of students--some of whom possess baccalaureate degrees in the liberal arts but lack exposure to professional courses in Education, some of whom possess baccalaureate degrees in Education and wish to extend their undergraduate training in fifth year programs before beginning teaching careers, and some of whom are experienced teachers returning to college to bring their pedagogical training and disciplinary knowledge up to date or to specialize in such areas as administration and supervision which are not subjects for undergraduate instruction. With students of such widely diversified backgrounds and professional goals, graduate teacher-preparation programs must be both pluralistic and individually planned. They not only must build upon previous undergraduate experience but also must synthesize subject-matter courses, research courses, and courses of special student interest.

In designing the graduate curricula of Lowell State College, the Graduate Council has attempted to address itself to the three major problems of graduate work in Education--individualizing the student's program, ensuring the student's appropriate selection of courses, and directing the student's various course interests into a single professional focus.



Each plan of study for all graduate curricula is individually formulated by the student in consultation with his graduate advisor and the Dean of Graduate Instruction. Each plan of study takes into account the academic and professional preparation of the degree candidate as well as the purposes for which he is undertaking graduate study at Lowell.

In formulating graduate curricular policy, the Graduate Council has assumed that graduate programs of teacher-preparation, like their undergraduate counterparts, should promote both general and special educational goals. Regardless of a teacher's special competence, the Council believes that only well-informed, cultivated professionals can hope to bring about changes in the behavior of youth which are worthy of the enduring cultural values of western civilization. Accordingly, the Council requires all graduate students to select courses in both general and special areas when formulating their plans of study. The Council does not prescribe particular courses for the purpose of developing general cultural backgrounds, recognizing that general studies should complement each student's undergraduate work and his special graduate interests, but it has organized course offerings in arts and sciences within broad chronological sequences in order to promote general continuity among those diverse courses in the arts and sciences which are available for election.

The professional concentrations of the graduate curricula are designed to prepare teachers for specific educational tasks. Courses prescribed by areas of concentration encompass both specialized study of teaching fields which are subjects of elementary and secondary school instruction and professional study of educational theory and practice. Although the Graduate Council makes specific course recommendations for the several graduate programs and requires students to select half of their course work in professional areas, the Council assumes that the focus of a student's course of study will depend less upon such course correspondences as may be suggested by graduate divisions of instruction or by particular academic disciplines than upon the student's peculiar professional goals.

Lowell State College offers two graduate degrees.

1. The MASTER OF EDUCATION degree, designed to prepare students for careers in education, is offered under four programs.
 - a. General Elementary Education: This program is planned for students who have majored in education and who wish to extend their skills and knowledge through graduate study of elementary education.
 - b. General Elementary Education: Students who have received an undergraduate degree in areas other than education and who wish to prepare for teaching in the elementary school are encouraged to enroll in this program.
 - c. Administration and Supervision: This program is planned for students having both undergraduate degrees in education and teaching experience who wish to prepare for administrative or supervisory positions.
 - d. Teaching or Supervising Reading: Students with a strong interest in reading will be encouraged to enroll in this program leading to the teaching or supervision of reading in the elementary or secondary school.
2. The MASTER OF MUSIC EDUCATION degree, designed to prepare students for careers in music-education, is offered under three programs.
 - a. Teaching, Supervision, or Administration of Music Education.
 - b. Teaching and Conducting of Choral Music.
 - c. Teaching and Conducting of Instrumental Music.



UNIFORM ACADEMIC REQUIREMENTS OF THE GRADUATE SCHOOL

In addition to satisfying the requirements governing one of the programs of the Master of Education or Master of Music Education degrees, each candidate for a graduate degree must comply with the following Uniform Academic Requirements of the Graduate School:

1. Complete a program of graduate study of not less than thirty semester hours of course work including a basic three semester hour course in research techniques, twelve to fifteen semester hours in arts and sciences, and twelve to fifteen semester hours in a field of concentration;
2. Achieve a cumulative grade-point average of 3.0 or better;
3. Pass the comprehensive written and/or oral examination(s) administered by the Graduate School for specific fields of concentration;
4. Present evidence of at least one year of successful teaching experience or satisfactory completion of a program of supervised teaching;
5. Fulfill all requirements for the Master of Education or the Master of Music Education degree within six years of admission to graduate study;
6. Receive recommendations for the appropriate graduate degree from the academic advisor and the chairman of the division of graduate studies within which the student's field of concentration occurs.

ACADEMIC REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION

Area I Research

Research Techniques 3 sh

Area II Arts and Sciences

12-15 semester hours from the following:

A. Hu. 500-559 12-15 sh

The Humanities in the 18th Century

Art, History, Literature, Music, Philosophy

B. Hu. 560-569 12-15 sh

The Humanities in the 19th Century

Art, History, Literature, Music, Philosophy

C. Hu. 570-579 12-15 sh

The Humanities in the 20th Century

Art, History, Literature, Music, Philosophy

D. Hu. 580-589 12-15 sh

Studies in the Social Sciences

Sociology, Group and Interpersonal Relationships, Visual Perception, Linguistics, Interpretation of Literature, Techniques of Writing

(Under certain conditions any of these courses may be substituted for the courses in the above blocks)

E. Sc. 510-530 12-15 sh

The Sciences

Mathematical, Biological, Physical Science

Area III Concentration and Allied Fields

Program I General Elementary Education

12-15 semester hours from the following:

Ed. 515 Psychology of Human Learning 3 sh

Ed. 516 Evaluative Techniques 3 sh



Ed. 520	Curriculum Development in the Elementary School	3 sh
Ed. 525	Innovations in Elementary Instruction	3 sh
Ed. 561	Education of the Urban Child	3 sh
Ed. 591	Advanced Seminars in Elementary Education	3 sh
	a. Early Childhood	
	b. Primary School	
	c. Middle School	
Ed. 518	Case Studies in Child Adjustment	3 sh
Ed. 543	Creative Approach to Children's Literature	3 sh
Ed. 544	Improvement of Reading in the Elementary School	3 sh
ME.562	New Approaches in Teaching Music	3 sh
Ed. 563	Education of the Atypical Child	3 sh
Ed. 522	Early Childhood Education	3 sh

Program II General Elementary Education
12-15 semester hours from the following:

Ed. 515	Psychology of Human Learning	3 sh
Ed. 520	Curriculum Development in the Elementary School	3 sh
Ed. 525	Innovations in Elementary Education	3 sh
Ed. 530	Creative Arts in the Elementary Curriculum	3 sh
Ed. 540	Current Trends in Teaching Language Arts	3 sh
Ed. 551	Current Trends in Teaching Science and Mathematics	3 sh
Ed. 553	Current Trends in Teaching the Social Sciences	3 sh
Ed. 590	Seminar in Elementary Education	3 sh
	a. Early Childhood	
	b. Primary School	
	c. Middle School	

Program III Administration and Supervision
12-15 semester hours from the following:

Ed. 516	Evaluative Techniques	3 sh
Ed. 515	Psychology of Human Learning	3 sh

Ed. 520	Curriculum Development in the Elementary School	3 sh
Ed. 521	Curriculum Development in the Secondary School	3 sh
Ed. 526	Innovations in Secondary School Instruction	3 sh
Ed. 525	Innovations in Elementary School Instruction	3 sh
Ed. 580	Educational Organization and Administration	3 sh
Ed. 582	Supervision in the Public Schools	3 sh
Ed. 583	Financial and Legal Aspects of School Administration	3 sh
Ed. 587	Principles of Guidance	3 sh
Ed. 592	Seminar in Administration and Supervision	3 sh

Program IV Teaching or Supervising Reading
12-15 semester hours from the following:

Ed. 515	Psychology of Human Learning	3 sh
Ed. 516	Evaluative Techniques	3 sh
Ed. 517	Psychology of Reading	3 sh
Ed. 542	Analysis of Reading Difficulties	3 sh
Ed. 522	Early Childhood Education	3 sh
Ed. 544	Improvement in the Teaching of Reading	3 sh
Ed. 543	Creative Approach to Children's Literature	3 sh
Ed. 545	Reading Clinics	3 sh
Ed. 561	Education of the Urban Child	3 sh
Ed. 563	Education of the Atypical Child	3 sh
Ed. 571	Supervision in the Public Schools	3 sh
Ed. 593	Seminar in the Teaching and Supervision of Reading	3 sh

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ACADEMIC REQUIREMENTS FOR THE DEGREE OF
MASTER OF MUSIC EDUCATION

Area I Research

Research Techniques	3 sh
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Area II Arts and Sciences

12-15 semester hours from the following:

Required Performance

Mu. 500, 501	Applied Music (1 per semester)	2 sh
Mu. 510, 511	Ensemble (1/2 per semester)	1 sh



Elective Blocks

9-12 semester hours from the following:

- A. Music Theory and Composition
 - Mu. 520 Sixteenth Century Counterpoint 3 sh
 - Mu. 521 Fugue 3 sh
 - Mu. 522 Structural Analysis 3 sh
 - Mu. 523 Composing and Arranging for Vocal and/or Instrumental Groups 3 sh
 - Mu. 524 Twentieth Century Techniques in Composition 3 sh
- B. Musicology
 - Mu. 530 The Development of Instrumental Forms 3 sh
 - Mu. 531 The Development of the Musical Theater 3 sh
 - Mu. 532 The Development of Vocal Forms 3 sh
 - Mu. 533 Chamber Music 3 sh

When a candidate's background in music permits, he will be encouraged to fulfill the Arts and Science requirement from the following:

- A. Hu. 550-559 12-15 sh
 - The Humanities in the 18th Century
 - Art, History, Literature, Music, Philosophy
- B. Hu. 560-569 12-15 sh
 - The Humanities in the 19th Century
 - Art, History, Literature, Music, Philosophy
- C. Hu. 570-579 12-15 sh
 - The Humanities in the 20th Century
 - Art, History, Literature, Music, Philosophy
- D. Hu. 580-589 12-15 sh
 - Studies in the Social Sciences
 - Sociology, Group and Interpersonal Relationships, Visual Perception, Linguistics, Interpretation of Literature, Techniques of Writing
 - (Under certain conditions any of these courses may be substituted for the courses in the above blocks)

E. Sc. 510-530	12-15 sh
The Sciences	
Mathematical, Biological, Physical	
Science	

Area III Concentration and Allied Fields

Program I Teaching, Supervision or Administration of
 Music Education

12-15 semester hours from the following:

Ed. 515	Psychology of Human Learning	3 sh
ME.550	Developing Philosophies in Music Education	3 sh
ME.562	New Approaches to Teaching Music	3 sh
ME.565	Teaching Music through the Humanities	
	Approach	3 sh
ME.569	Pedagogy of Music Theory	3 sh
ME.580	Supervision and Administration of Music	
	Education	3 sh
ME.592	Directed Study in the Teaching, Super-	
	vision, or Administration of Music Education	3 sh

Program II Teaching and Conducting of Choral Music

12-15 semester hours from the following:

Ed. 515	Psychology of Human Learning	3 sh
ME.502	Research in Choral Literature	3 sh
ME.550	Developing Philosophies in Music Education	3 sh
ME.554	Choral Music in a Changing Educational	
	Environment	3 sh
ME.566	Techniques of Group and Individual	
	Vocal Training	3 sh
ME.572	Practicum in Choral Resources	3 sh
ME.578	The Use of Foreign Language in Choral	
	Literature	3 sh
ME.586	Organization and Development of Choral	
	Groups	3 sh
ME.594	Directed Study in the Teaching of	
	Conducting of Choral Music	3 sh

Program III Teaching and Conducting of
Instrumental Music
12-15 semester hours from the following:

Ed. 515	Psychology of Human Learning	3 sh
ME.504	Research in Instrumental Music	3 sh
ME.550	Developing Philosophies in Music Education	3 sh
ME.556	Instrumental Music in a Changing Educational Environment	3 sh
ME.567	Techniques of Group and Individual Instrumental Training	3 sh
ME.573	Practicum in Instrumental Resources	3 sh
ME.587	Organization and Development of Instrumental Groups	3 sh
ME.596	Directed Study in Instrumental Music	3 sh





SYSTEM OF COURSE NOTATION

All course offerings listed in the following sections carry three semester hours of credit unless otherwise indicated and are designated by two letters (identifying the area of study) and a number. All courses numbered 500 and above are graduate courses and are open only to students who have completed baccalaureate studies.

DIVISION OF GENERAL STUDIES

William Burto, Director

DIVISION COURSE OFFERINGS

STUDIES IN EIGHTEENTH CENTURY CULTURE

Hu. 550 ART OF THE EIGHTEENTH CENTURY

A study of seventeenth and eighteenth century painting and architecture in Europe and the United States with emphasis on the baroque style.

Hu. 552 HISTORY OF THE EIGHTEENTH CENTURY

Reading and research in topics in American history in the eighteenth century. Topics covered are: the colonial movement toward national consciousness, the British imperial system and its influence on American nationalism, the conflicting ideology of the enlightenmmnet and the great awakening, the outbreak of the Revolution, and the establishment of a viable national government.

Hu. 554 BRITISH AND AMERICAN LITERATURE OF THE EIGHTEENTH CENTURY

A study of such neoclassical and colonial writers as Dryden, Pope, Swift, Johnson, Hamilton, Jefferson.

Hu. 555 CONTINENTAL LITERATURE OF THE EIGHTEENTH CENTURY

Reading and discussion of great works by European poets, dramatists, and novelists.



Hu. 556 MUSIC OF THE EIGHTEENTH CENTURY

A study of the music of the high baroque (Handel, Bach, Corelli, etc.) and classical period (Haydn, Mozart, and early Beethoven) with special emphasis on their stylistic differences. All the major forms of music will be studied within this framework.

Hu. 558 PHILOSOPHY OF THE EIGHTEENTH CENTURY

A study of representative works by major philosophers with primary emphasis on Kant and the British empiricist tradition and secondary emphasis on the continental rationalists.

STUDIES IN NINETEENTH CENTURY CULTURE

Hu. 560 ART OF THE NINETEENTH CENTURY

A study of the visual arts in Europe and the United States with emphasis on the romantic, realist, and impressionist movements.

Hu. 562 AMERICAN HISTORY OF THE NINETEENTH CENTURY

This course will cover the major political, social, economic, religious, and educational developments in nineteenth century America. The course will extend from the age of Jefferson through the Spanish-American War.

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Hu. 564 BRITISH LITERATURE OF THE NINETEENTH CENTURY

A study of representative works of romantic and Victorian writers such as Wordsworth, Coleridge, Byron, Shelley, Tennyson, Arnold, and Browning.

Hu. 565 AMERICAN LITERATURE OF THE NINETEENTH CENTURY

A study of major developments in American literature with special emphasis on the works of Emerson, Whitman, Melville, Clemens, and James.

Hu. 566 MUSIC OF THE NINETEENTH CENTURY

A broad study, illustrated with musical examples, of all the forms of music of the romantic movement. The entire concept of romanticism and the manner in which certain musical forms changed will be examined. The individual composer's response to the romantic movement and his consequent creative effort will also be noted.

Hu. 568 PHILOSOPHY OF THE NINETEENTH CENTURY

A study of representative works by Hegel, Kierkegaard, Schopenhauer, Marx, and Nietzsche.

STUDIES IN TWENTIETH CENTURY CULTURE

Hu. 570 ART OF THE TWENTIETH CENTURY

A design analysis of the contemporary visual art forms with emphasis on the major painting movements. Some studio application is included in this course.

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Hu. 572 TWENTIETH CENTURY UNITED STATES HISTORY

A survey of the development of the domestic and foreign policies of the United States since 1900 with special reference to source materials and historiographical questions. The focus of the course centers on the development of the American reform tradition and the rise of the United States as a great world power.

Hu. 574 BRITISH LITERATURE OF THE TWENTIETH CENTURY

A study of the poetry, fiction, and drama of such major British writers as Shaw, Conrad, Joyce, Lawrence, Yeats, and Eliot.

Hu. 575 AMERICAN LITERATURE OF THE TWENTIETH CENTURY

A study of major developments in American literature with special emphasis on the works of Robinson, Frost, Stevens, Hemingway, O'Neill, and Faulkner.

Hu. 578 PHILOSOPHY OF THE TWENTIETH CENTURY

A study of representative works by Nietzsche, Heidegger, Buber, Sartre, and Camus.

GENERAL HUMANITIES COURSES

Hu. 580 PRINCIPLES OF SOCIOLOGY

A study of the principles of sociological analysis with special emphasis upon social institutions.

Hu. 582 GROUP AND INTERPERSONAL RELATIONSHIPS

Through classroom and "T" group participation, this course teaches the student how to collect and analyze data about himself and others and to use this data effectively.

Hu. 584 VISUAL PERCEPTION

This course seeks to develop the student's sense of visual perception through those studio experiences which are recommended by the five-year research project of the Visual Communication Center of Philips Academy in Andover. Areas to be covered by various members of the Art Department include two and three dimensional design, photography, and graphics.

Hu. 586 INTRODUCTION TO LINGUISTICS

Concerned initially with principles of linguistic analysis, this course will then attempt to apply linguistic data and linguistic theory to problems of human intellect and learning. Topics of study will include theories of grammar (with

particular emphasis on Noam Chomsky's transformational grammar), the relation of linguistics to human biology, and the status of linguistics in the social sciences. Recent contributions of linguistic theory to psychology and sociology will also be considered.

Hu. 587 ACQUISITION OF LANGUAGE

Study of current research on the functions of language and the acquisition of syntax.

Hu. 588 THE INTERPRETATION OF LITERATURE

Designed to deepen the student's understanding and appreciation of imaginative literature, this course will include lectures and discussions of the fiction, poetry, and drama of several literary periods and countries.

Hu. 589 TECHNIQUES OF WRITING

A study of the principles of effective writing with special attention given to the writing of expository prose. Writing assignments will focus upon the special educational interests and professional needs of students. Enrollment is limited.

THE SCIENCES

(Mathematical, Biological, Physical)

Sc. 510 INQUIRIES INTO MODERN CONCEPTS OF MATHEMATICS

Analysis of the emerging mathematics curriculum, investigation of strategies for directing student learning of key mathematical topics, and evaluation of mathematics textbooks.

The science courses listed below are designed to be a unified sequence of courses and are organized around major unifying themes. Through repeated processes of inquiry, the student acquires a knowledge of the major principles and concepts of the several sciences. Extensive laboratory investigations are an integral part of each course.

Sc. 515 INQUIRIES IN THE PHYSICAL SCIENCES

Sc. 520 INQUIRIES IN THE EARTH AND SPACE SCIENCES

Sc. 525 INQUIRIES IN THE BIOLOGICAL SCIENCES



DIVISION OF FINE ARTS

Edward Gilday, Director

DIVISION COURSE OFFERINGS

APPLIED MUSIC

Applied music courses seek to develop **student** musicianship in a major performance area through private study with an applied music specialist.

Mu. 500	APPLIED MUSIC	One semester hour
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Mu. 501	APPLIED MUSIC	One semester hour
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ENSEMBLE (Vocal or Instrumental)

Graduate students may fulfill the ensemble participation requirement through membership in such performing organizations as the Chamber Orchestra, Symphonic Winds, and the Concert Choir or by regular participation in smaller, more specialized chamber ensembles.

Mu. 510	ENSEMBLE	One-half semester hour
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Mu. 511	ENSEMBLE	One-half semester hour
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MUSIC THEORY AND COMPOSITION

Mu. 520 SIXTEENTH CENTURY COUNTERPOINT

An intensive study of the music of the sixteenth century with special attention upon the basic principles of contrapuntal writing as they are exhibited in the works of such composers as Palestrina, Vittoria, and Byrd.

Mu. 521 FUGUE

A study of the technical detail of the fugue and of the influence of sixteenth century counterpoint upon the harmony of the eighteenth century. The interrelation of these two bases of music is illustrated by the fugues of J. S. Bach.

Mu. 522 STRUCTURAL ANALYSIS

A study of the representative forms of music from the sixteenth century to the present with particular attention to free forms and the treatment of structure by twentieth century composers.

Mu. 523 COMPOSING AND ARRANGING FOR VOCAL AND/OR INSTRUMENTAL GROUPS

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A writing course in music with special attention given to writing for groups for which there is little or no published music, such as choral and instrumental combinations on the junior high school level.

Mu. 524 TWENTIETH CENTURY TECHNIQUES IN COMPOSITION

A contrapuntal and harmonic analysis of representative music of the twentieth century with practice in writing in the contemporary idioms and styles.

MUSICOLOGY

Mu. 530 THE DEVELOPMENT OF INSTRUMENTAL FORMS

An intensive study of significant solo and orchestral works from Haydn to the present to show both the changes and underlying continuity of instrumental forms.

Mu. 531 THE DEVELOPMENT OF THE MUSICAL THEATER

Representative works from Gluck to the present are analyzed. Emphasis is upon the development of the different styles.

Mu. 532 THE DEVELOPMENT OF VOCAL FORMS

An analytical study of the art-song and larger choral works.

Mu. 533 CHAMBER MUSIC

A critical analysis of works for smaller instrumental ensembles from Haydn to Bartok.



DIVISION OF PROFESSIONAL EDUCATION

Marguerite Gourville, Director

DIVISION COURSE OFFERINGS

RESEARCH

Ed. 500 RESEARCH TECHNIQUES

A basic study focusing upon the place of research in education today, this course surveys major research techniques, basic statistical concepts and methods, and general procedures for reporting data. Each student will be required to undertake a small research project. There will be evaluation and discussion of these projects.

ME. 502 RESEARCH IN CHORAL LITERATURE

Detailed investigation of music presently available for various choral groups with emphasis upon the evolution of this music and qualitative evaluation by students.

ME. 504 RESEARCH IN INSTRUMENTAL MUSIC

Detailed investigation of the many facets of instrumental music in the public schools. Emphasis will be placed on critical evaluation of literature, organizational structure, and other practical concerns.



PSYCHOLOGY

Ed. 515 THE PSYCHOLOGY OF HUMAN LEARNING

An analysis of the relationships between specific educational practices and principles of learning, this course will investigate selected research studies in terms of their contributions to generally agreed upon principles of learning and development.

Ed. 516 EVALUATIVE TECHNIQUES

The course will consider the determination of behavioral objectives; the principles and practices of test construction and related statistical concepts; the selection, administration, scoring, and interpretation of standardized tests; and the analysis of evaluative programs.

Ed. 517 PSYCHOLOGY OF READING

An analysis of psychological factors involved in the reading process.

Ed. 518 CASE STUDIES IN CHILD ADJUSTMENT

A detailed study of the child in terms of his accommodation to various environmental forces.

CURRICULUM

Ed. 520 CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOLS

Theories and examples of curriculum design are examined with respect to personal experience, social problems, potential relationships among the various subject areas, and the implicit or "hidden" curriculum of the school.

Ed. 521 CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOLS

Theories and examples of curriculum design are examined with respect to personal experiences, social problems, basic objectives, and potential relationships among the various subject areas of the secondary school curriculum.

Ed. 522 EARLY CHILDHOOD EDUCATION

An examination of the cognitive, social, and psychological development of the young child from two through six years. Student discussions and workshop activities provide opportunities for developing educational procedures and instructional materials which are relevant to the early childhood classroom.

Ed. 525 INNOVATIONS IN ELEMENTARY SCHOOL INSTRUCTION

A study of such new approaches used in elementary instruction as team teaching, programmed instruction, and teaching machines.

Ed. 526 INNOVATIONS IN SECONDARY SCHOOL INSTRUCTION

A study of the new approaches used in secondary instruction.

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Ed. 530 THE CREATIVE ARTS IN THE ELEMENTARY CURRICULUM

A study of creative approaches to teaching art, music and movement, poetry, speech and dramatization in the elementary curriculum with special attention to problems of selection, organization, and presentation of varied media and activities. Involvement in laboratory situations provides opportunities for teaching experiences in all the areas.

Ed. 540 CURRENT TRENDS IN TEACHING THE LANGUAGE ARTS

The teaching of the language arts with major emphasis on the teaching of reading. Current innovations in methods, materials, and organization of reading and related language arts programs are examined in the light of theory, research, and practice.

Ed. 542 ANALYSIS OF READING DIFFICULTIES IN THE
ELEMENTARY SCHOOLS

A systematic study of the causes, diagnosis, and treatment of reading difficulties.

Ed. 544 IMPROVEMENT IN THE TEACHING OF READING

A study of new approaches to reading improvement and an analysis of reading research relating to student grouping, word analysis techniques, comprehension skills, and developmental sequences in reading growth. Individualized programs in reading and comprehensive programs of children's literature receive careful attention.

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Ed. 545 READING CLINICS

A clinical approach to the teaching of reading will be studied.

Ed. 551 CURRENT TRENDS IN THE TEACHING OF SCIENCE AND
MATHEMATICS IN THE ELEMENTARY SCHOOL

Consideration is given to problem solving, inquiry, and process approaches to the teaching of science and mathematics in the elementary schools and to recently developed curricula and technological aids. The science and mathematics content of the elementary school curricula will serve as the vehicle for studying teaching methods.

Ed. 553 CURRENT TRENDS IN THE TEACHING OF SOCIAL SCIENCES
 IN THE ELEMENTARY SCHOOL

Various instructional materials and methods used in teaching the social sciences in the elementary school will be studied in terms of curriculum objectives and the conceptual, cognitive, and ethical development of the child.

SPECIAL EDUCATION

Ed. 561 EDUCATION OF THE URBAN CHILD

An analysis of children living in urban areas will be made with special emphasis in understanding these children and considering the best methods of satisfying their educational needs.

Ed. 563 EDUCATING THE ATYPICAL CHILD

An investigation of current research and practice concerned with the continuous development of those children who have such special learning difficulties as emotional problems, deafness, physical handicaps, and retardation.

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SUPERVISION

Ed. 571 SUPERVISION IN THE PUBLIC SCHOOLS

A study of the philosophy and function of supervision and of supervisory roles at different grade levels. Techniques of supervision will also be studied.

ADMINISTRATION

Ed. 581 EDUCATIONAL ORGANIZATION AND ADMINISTRATION

A basic introduction to the field of administration, this course investigates problems in the areas of program, services, plant, facilities, personnel, and public relations.

Ed. 583 THE FINANCIAL AND LEGAL ASPECTS OF SCHOOL ADMINISTRATION

Principles of optimum resource allocation and public finance are applied to the problems of developing, managing, and financing American public education. The evolution, principles, and practice of school law will be examined in relation to local, state, and national units of organization. Emphasis will be placed on the school law of Massachusetts.

Ed. 587 PRINCIPLES OF GUIDANCE

This course has been designed to orientate the student to basic guidance functions, services, and techniques. An examination will also be made of the relationships of guidance to other aspects of the school's program.

57

SEMINARS

A conference course for students who are interested in making inquiries into special educational problems.

Ed. 590 SEMINAR IN ELEMENTARY EDUCATION

Ed. 591 ADVANCED SEMINAR IN ELEMENTARY EDUCATION

Ed. 592 SEMINAR IN ADMINISTRATION AND SUPERVISION

Ed. 593 SEMINAR IN THE TEACHING AND SUPERVISION OF READING

MUSIC-EDUCATION

PHILOSOPHICAL AND PSYCHOLOGICAL BASES

ME. 550 DEVELOPING PHILOSOPHIES IN MUSIC EDUCATION

An examination and evaluation of current trends and directions in music education within the contexts of philosophical bases, historical references, aesthetic principles, and individual attitudes and opinions. Attention is also given to the problems of correlating philosophies of music and education and of developing a personal philosophy of music education to interpret both existing and emerging programs.

ME. 554 CHORAL MUSIC IN A CHANGING EDUCATIONAL ENVIRONMENT

A critical examination of goal structures in the choral music program as seen through the perspective of a broad overview of the total educational environment. This examination is followed by a careful assessment of the methods employed in choral music in relation to the goals perceived.

ME. 556 INSTRUMENTAL MUSIC IN A CHANGING EDUCATIONAL ENVIRONMENT

A critical examination of goal structures in the instrumental music program as seen through the perspective of a broad overview of the total educational environment. This examination is followed by a careful assessment of the methods employed in instrumental music in relation to the goals perceived.



METHODS AND MATERIALS

ME. 562 NEW APPROACHES TO TEACHING MUSIC

Exploration in a laboratory situation of the principles, activities, and materials related to current developments and approaches in music education. Consideration is given to the influence of Carl Orff, the Hungarian Singing School, the Creative Music Projects, and major correlated programs upon the school curriculum.

ME. 565 TEACHING MUSIC THROUGH THE HUMANITIES APPROACH

Techniques, materials, and equipment used in integrating history and literature with music and art with primary consideration given to the attitudes and psychological characteristics of secondary school students.

ME. 566 TECHNIQUES OF GROUP AND INDIVIDUAL VOCAL TRAINING

A study of effective methods of class and individual vocal instruction, including an in-depth study of techniques for producing good singing and an examination of suitable literature and materials for various instructional situations.

ME. 567 TECHNIQUES OF GROUP AND INDIVIDUAL INSTRUMENTAL TRAINING

A study of effective methods of class and individual instrumental instruction, including guest lecturers in specialized areas, and examination of suitable literature and materials for various instructional situations.

ME. 569 PEDAGOGY OF MUSIC THEORY

This course will explore different approaches to the presentation of music theory in an effort to discover the best means of communicating this intangible subject to secondary school students.

ME. 572 PRACTICUM IN CHORAL RESOURCES

Development of the choral directive skills, including advanced baton technique, score reading and analysis, and methods of effective communication. Emphasis will be placed upon a variety of musical styles and their interpretation. Laboratory experience with choral groups will be provided whenever possible.

ME. 573 PRACTICUM IN INSTRUMENTAL RESOURCES

Development of the instrumental directive skills, including advanced baton technique, score reading, and analysis and methods of effective communication. Emphasis will be placed upon a variety of musical styles and their interpretation. Laboratory experience with instrumental groups will be provided whenever possible.

ME. 578 THE USE OF FOREIGN LANGUAGES IN CHORAL LITERATURE

The intent of this course is to develop idiomatic pronunciation, intonation, and usage for languages commonly employed in choral literature. Members of the Foreign Language Department will furnish instruction.

60

SUPERVISION AND ADMINISTRATION

ME. 580 SUPERVISION AND ADMINISTRATION OF MUSIC EDUCATION

An investigation of contemporary concepts of supervision and administration based upon reading, individual research, and group dynamics. Specific concerns will be administrative leadership, philosophy of administration and supervision, supervisory techniques, curriculum development, school budget, administrative responsibilities to professional personnel, administrative relationships with the community, and evaluation of supervisory and administrative activities.

ME. 586 ORGANIZATION AND DEVELOPMENT OF CHORAL GROUPS

An investigation of proven procedures for establishing and developing all types of choral groups. The knowledge and experience of the class members will also be utilized.

ME. 587 ORGANIZATION AND DEVELOPMENT OF INSTRUMENTAL GROUPS

A study of effective procedures essential to the beginning and development of school bands, orchestras, and other instrumental ensembles, covering mechanical details such as budget planning, space allocation, scheduling, and educational goals and objectives.

DIRECTED STUDIES

A conference course for graduate students preparing research projects or master's theses related to problems in education or music education. Prerequisite: Ed. 500.

ME. 596 DIRECTED STUDY IN THE TEACHING, SUPERVISION, OR ADMINISTRATION OF MUSIC EDUCATION

ME. 597 DIRECTED STUDY IN THE TEACHING OR CONDUCTING OF CHORAL MUSIC

ME. 598 DIRECTED STUDY IN THE TEACHING OR CONDUCTING OF INSTRUMENTAL MUSIC







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